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Abstract

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INSTRUCTIONAL OBJECTIVES FOR A JUNIOR COLLEGE COURSE IN HEALTH

ED033700

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HEALTH OBJECTIVES: SET #1

Unit 1

The Family as a Social Unit

Unit Concept: The family is the basic social unit for the procreation and nurture of children and for the satisfaction of sex needs.

The student should understand that the family is the universally accepted unit for the procreation of children and the satisfaction of sex needs. The significance of the emotional and social climate of the home to the health, happiness and stability of adults and children cannot be over-estimated. Families differ from each other and each member must assume different roles as he matures. The form of the family varies widely, but whatever the form, all families have in common a cycle of life stages and activities. The student should appreciate the importance of family life throughout the world and be sensitive to his own role as a member of his own family and the family he will make. He should see the importance of considering the welfare of other family members and of acting responsibly in a family situation.

Objectives

General: The student will appreciate the family as a socially acceptable institution for the procreation and nurture of children.

Specific: (1) In class, student will list and explain briefly,

Duvall's eight stages in the family life cycle. Criterion level 80.

(2) Given a list of adolescent behaviors, students will select those that stem from well adjusted home relationships. Criterion level 70.

(3) In a paper of about 500-800 words, students will outline the changing relationships between parents and children from birth to independence. Criterion level 100.

(4) Given the categories, 'family', 'peer group', 'mass media', 'church', students will discuss and record the value systems associated with each. Criterion level 100.

(5) In a paper of about 500 words the student will analyse the social values of the film 'The Family of Man' and use this as the basis for evaluating the role of the family as a social institution. Criterion level 100.

General: The student will evaluate the role of the family as a socially accepted institution for the satisfaction of sex needs.

Specific: (1) Given text and library resources, students will define, in no more than 20 words each, sperm, ovum, chromosome, fertilization, menstruation, ovulation, masturbation, prostitution, homosexual, lesbian, abortion, promiscuous, adultery, heterosexual. Criterion level 100.

(2) Given a list of endocrine glands, students will, in no more than twenty words each, describe their function. Criterion level 70.

(3) After small group discussion of a hypothetical problem involving pre-marital pregnancy, students will evaluate, in a take home paper of about 500 to 800 words, the consequences of the possible decisions that could be made about the problem. Criterion level 100.

(4) Given problems associated with pre-marital sexual relationships, students will discuss the values involved in a paper of about 500 words. Criterion level 100.

Unit 2

Choosing a Life Partner

Unit Concept: Choice of a life partner is a fundamental decision affecting whole of life relationships.

Young adults should have sufficient knowledge of reproduction to enable them to make decisions on the basis of fact and not of fallacy. The prevalence of misconceptions about sex among adults, old and young, is disturbing educators and health authorities. Evidence indicates that the most common age for women to marry is 18 years. Consequently, problems associated with the choice of life partners are critical at the freshman level.

Students should understand the personal and social implications of 'going steady','engagement' and marriage, particularly in regard to the exclusiveness of the relationship and the implications of experimentation with sexual activity.

Each should be aware of, and sensitive to, the reactions of the opposite sex and value the exchange of ideas and values.

The unit is aimed at helping students to make sensible decisions in the choice of a marriage partner and to be understanding of the personal and social problems involved.

Objectives

General: The student forms judgments about the purposes, problems and responsibilities in the choice of a life partner.

Specific: (1) Given a diagram of the male and female reproductive systems, students will correctly label the parts of the reproductive organs and briefly indicate the functions of each. Criterion level 90.

(2) Given a list containing factors that may be favorable or unfavorable to a happy marriage, students will select those that are favorable. Criterion level 80.

(3) From discussion of a hypothetical problem involving decisions while 'going steady', students will identify common problems of sexual adjustment in this period. Criterion level 100.

(4) Given a list of personal qualities, students will select and discuss those that they would most desire in a marriage partner. Criterion 100.

(5) As an out of class exercise, students will write a paper of about 400 words, evaluating the consequences of premarital sexual relationships using their idealized value system as the criterion. Criterion level 100.

Unit 3

Parenthood

Unit Concept: Effective parenthood requires knowledge of life processes and a love relationship between the marriage partners.

The quality of life of future generations depends upon the preparedness of the present generation for this life task. Most young people marry because they are in love and, throughout the world, most homes are stable. The more insight young men and women have into the status of marriage and parenthood, the happier and more secure their marriage is likely to be. There is good eveidence to support the view that the great majority of college students, both men and women, look forward to a happy home and desire to have children. Contrary to a view sometimes expressed, the evidence also indicates that males are as interested as females in parenthood, homemaking and parenthood.

Students should understand the birth process, and their respon--sibilities to children. They should examine the personal and social issues involved in planned parenthood and understand the factors on which happy homes depend. Childbirth and child raising are a team effort. Knowledge and skill in meeting the needs of the baby are fundamental to its growth and development.

Success in marriage is not automatic. Effective decisions are

only made on the basis of sound knowledge, good values and ideals, and an understanding of the consequences of actions.

No life activity is more important than the achievement of healthy, happy parenthood.

Objectives

General: The student will be able to make decisions about parenthood on the basis of a personal value system and an understanding of the birth process.

Specific: (1) Given a list containing true or false statements about human reproduction and heredity, students will allocate them into true, false, uncertain, categories. Criterion level 80.

(2) In a take home paper of 400 to 600 words, students will outline the main stages in the devel--opment of the embryo from conception to birth. Criterion level 80.

(3) In an essay of no more than 300 words, students will describe an incident from personal experience that illustrates the meaning of love in family life situations. Criterion level 100.

(4) Using resource materials out of class, students will evaluate and be prepared to discuss in class, arguments for and against birth control at both personal and social levels. Criterion level 100.

(5) After analysing statistics of marriage ages, divorce rates and the relationship between delinquency

and inappropriate home environment, the student reports his judgements about responsibilities in family life situations to the class and is prepared to defend his position. Criterion level 100.

(6) Out of class, in a paper of about 500 words, the student will formulate a personal value system which he considers would provide an adequate basis for decision-making in family life situations. Criterion level 100.

Unit 4

Enrichment Unit

Unit Concept: Many students are ready to pursue their own interests and abilities beyond the minimum levels set in the course outline.

Courses in Family Life Education cater for the full range of full-time students in the college. Rather than restrict students whose knowledge and understandings, as shown by pre-test, are at or above the minimum criterion levels indicated, it is desirable that they be challenged to develop aspects of the course in which they show particular interests, abilities or needs.

In the same way, those students who complete the course requirements before the normal time will be challenged to go further. Again, it is likely that students specializing in nursing, psychology, or paramedical studies will have courses in their specialities that go into greater depth than that required for the health course. These students will be encouraged to omit those sections of the course outline and to develop independent work units appropriate to their needs.

Objectives

General: To formulate an extension or enrichment course in family life education for those students who are beyond the developmental level of the average student.

Specific: Student and teacher to work out objectives on the basis of particular interests, needs or abilities.

HEALTH OBJECTIVES: SET # 2

Objectives

1) Goal: The student will understand and appreciate the seriousness of today's quackery problem through a review and comparison of quackery's golden history and present day case studies.

Objectives:

1. Given a series of questions regarding the history of Lydia Pinkham, Doc. Kilmer (Swamp Root), Gaylord Wilshire (I-ON-A-CO) and Dr. Albert Abrams (The Electronics Man), he will answer eighty percent correctly.
2. Given a list of statements regarding device quackery, he will match the statement with the device making the claim.

2) Goal: The student will understand methods of combating health "quackery" and fraudulent health practices, considering particularly the social and emotional components of those practices.

Objectives:

3. On an examination or quiz, in 50 words or less each, he will cite two examples of health practices from the history of quackery, identifying the logical reason for the success of each example.

4. The student can list four possible consequences of cancer victims relying on the services of a quack practitioner.

100

5. Outside of class he will write a paper between 250-400 words describing why intelligent people are fooled into believing a quack's statements.

3) Goal: To be an intelligent health-food and nonsense detective, the student must have a solid background of legitimate, scientific health and medical information.

Objectives:

6. Given a series of multiple choice items concerning cancer and arthritis quackery, the student will answer eighty percent correctly.

7. Given a set of statements about nutrition and food-faddism, he will identify those statements which are reliable from those which are unreliable.

75

Objectives

1) Goal: The student will be able to identify those government agencies combating quackery and understand their legal limitations.

Objectives:

1. Given a list of statements concerning the functions and organization of government agencies, he will match those functions according to the specific agency.
2. Given a series of objective type questions concerning the organization of the F.D.A., F.T.C. and the Post Office Inspection Service, he will answer eighty percent correctly.
3. Given a series of multiple-choice or true-false questions concerning the limitations of government agencies, he will answer at least seventy-five percent correctly.

2) Goal: The student will understand the need for and role of the major non-governmental consumer protecting agencies concerned with the consumer's health.

Objectives:

4. Given a series of multiple-choice questions concerning the function and purposes of the non-governmental agencies, dealing with the health of the consumer, he will answer at least eighty percent correctly.
5. During an examination, he will list the ten best publications (professional and/or lay periodicals) currently being published that deal with consumer health. In fifteen words or less, he will describe the periodical.
6. During an exam, he will list five private organizations that attempt to combat quackery.

3) Goal: The student will know the major federal and state laws which have the greatest recent impact on the health of the consumer.

Objectives:

7. Outside of class, he will list eight federal and seven state laws most recently enacted which directly affect the consumers' health. In twenty-five words or less he will describe each and justify its importance.

8. Given a series of multiple-choice questions concerning recent federal and state laws affecting the consumers' health, he will answer at least seventy-five percent correctly.

Objectives

1) Goal: The student will understand the differences between and the quality of medical services provided by the chiropractor, the osteopath and the medical doctor.

Objectives:

1. Outside of class, he will design and prepare a comprehensive table of medical practioners, comparing chiropractic, osteopathy, and conventional medical practice. The design and format of the table will be left to the ingenuity of the student. The breadth and depth of the table will serve as the major evaluative criteria. Accompaning the table, he will in 500 to 750 words summarize the meaning of <u>his</u> table.
2. Given a series of multiple-choice and true false questions concerning the history and practice of chiropractic and osteopathy, he will answer eighty percent of them correctly.
3. Given a list of statements concerning chiropractic, he will identify whether

the statement is appropriate or inappropriate according to the <u>defined</u> function and philosophy of chiropractic.

4. Given a list of twenty-five to thirty medical, dental, and health related specialists, he will match eighty percent of them with their functioning role in health service. Educational qualifications will also be considered.

Objectives

1) Goal: The student will be able to identify a health quack.

Objectives:

1. Given a series of statements he will identify whether the statement is appropriate or inappropriate in trying to identify a health quack.

75

2. He will list in fifteen words or less the six criteria for identifying a quack as outlined by the AMA.

2) Goal: The student will be able to identify appropriate ways of choosing a competent doctor in an area where he has none.

Objective:

3. Given a series of questions about choosing a competent physician, he will answer eighty-five percent of them correctly.

3) Goal: The student will be able to properly evaluate health information (advertising and labeling) of health products.

Objective:

4. Given two examples of health information of health products, he can indentify the unstated assumptions and rewrite the statements so as to be valid.

100

4) Goal: The student will understand the plain truth about popular health products and rearrange his buying habits.

Objectives:

5. Given a series of objective type questions about aspirin and other present day "patent medicines" he will answer seventy-five percent correctly.

6. Given a list of statements concerning deodorants, mouthwashes and dandruff, he will identify those statements which are reliable and unreliable.

75

5) Goal: The student will develop an insight into merchandising schemes concerning bait and deceptive advertising of guarantees.

Objectives:

7. Given a series of statements regarding bait advertising, he will be able to identify those which are considered unethical.

8. He will list four factors which must be included in a guarantee statement.

100

6) Goal: The student will understand some of the deceitful practices used today in the perscription of drugs.

Objectives:

9. Outside of class, in 250-500 words, he will describe the nature of the prescription writing scandal. 100

10. Given a series of objective type questions concerning the nature of drug promotion and the role of the AMA, he will answer seventy-five percent correctly.

Unit V
Insurance and Medical Care

Unit Concept:

The costs of medical care continue to rise, yet society is demanding more comprehensive health protection and higher - quality medical care.

Medical care has been organized in the United States on the basis of the method of financing medical services and the various provisions and programs for medical services. Primarily, there are two ways of financing medical care: by tax-supported services and through health insurance. Tax - supported services include the provisions by the government at the federal,state, and local levels.

The hallmark of our present haphazard system of medical care is lack of efficient systematic allocation of resources to meet the public need. Implicit is the lack of planning, which really reflects the pitiful inadequacy of research on the provision of medical care. But now, unhappily, the tangled state in which we find our medical care demands that we do something about it. If our planning is to be effective, we must examine and evaluate the methods by which medical care is provided as precisely as we investigate the mechanism of diseases we wish to prevent and treat.

Objectives

1) Goal: The student is to understand the various aspects of health insurance.

Objectives:

1. He will list and define the five basic types of voluntary health insurance protection.

2. Outside of class, he will write in 250 -500 words, a paper dealing with health insurance schemes and scandals. The paper is to include a statement of the seriousness of the problem, an effective criteria against getting stuck, i.e. what to look for when buying insurance, and a bibliography.

100

3. In 50 words or less each, he will compare the advantages and disadvantages of private and group purchased health plans. 100

2) Goal: The student will become familar with the variety of medical services provided by the Federal government and the State of California.

Objectives:

4. Given a series of objective type questions about Medicare and the extent of its coverage, he will answer seventy percent correctly.

5. He will list and describe in 20 words or less five state financed medical care programs.

3) Goal: The student will understand the current status of medical care in the United States and suggest some solutions.

Objectives:

6. Outside of class, he will write a 300-500 word paper stating the conditions of medical care today.

100

7. Given a series of objective questions concerning the current status of medical care and service in the U.S., he will answer at least 70 percent correctly.

8. During an examination, he will identify two major problems of contempoary medical care and service and in 100 words or less each, he will postulate revolutionary and heretofore untried solutions to solving these problems.